I. Course Description

*English 4235 (The Contrastive Analysis of the Sound Systems of English and Spanish)* presents a contrastive analysis of the phonological systems of English and Spanish, from an array of perspectives, among which are Spanish-speaking students of English, English-speaking students of Spanish as well as students interested in the phonology of both languages. Due to the extensive linguistic variety found in each language and the difficulties in the task of comparing all regional and social dialects with those of Spanish, our scope must be limited to fundamentally one variety of each language: North American (north central variety) and Puerto Rican Spanish and the phonological forms used by educated speakers in these two groups. Other possible dialectal forms are brought into our discussion whenever they seem relevant to contrastive analysis. Our course is intended to provide students with a basic understanding of the phonological systems of Spanish and English, placing particular emphasis on the difficulties of perception and production of both languages by English and Spanish speakers alike. Students will have the opportunity to observe, apply knowledge and carry out field work in situations of language contact.

II. Objectives

- At the conclusion of the course, students will be able to
  - acquire a thorough knowledge of articulatory phonetics as applied to Spanish and English
  - carry out a detailed comparative / contrastive analysis of the phonemes (vowels and consonants) of both languages
  - identify structural position of the elements of the sound systems of both languages and consequently the production and perception difficulties which speakers of both may confront
  - contribute in an effective manner to the integration of fellow students with special challenges and needs into the learning environment

III. Teaching Strategies

As much as possible, a participatory student-centered pedagogy will be utilized in the course, with students actively engaged in the learning processes whereby they may use their existing knowledge to shed light on areas of understanding about language through the use of such methods as discussion, group work, field work, lectures, textual analysis, among others. Students with access to Vocational Rehabilitation Services should contact the professor at the beginning of the semester in accordance with the
recommendations of OAPI in the office of the Dean of Students. In addition, any students with any special needs or who require any type of assistance and / or special arrangements whatsoever should contact the professor.

IV. Course Outline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Themes / Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 12</td>
<td>Course introduction / Discussion of syllabus and readings /</td>
<td>-</td>
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<tr>
<td>Sept. 18</td>
<td>Exam I</td>
<td>-</td>
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<td>Nov. 4</td>
<td>Exam II</td>
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<tr>
<td>Nov. 6 – Nov. 20</td>
<td>Unit III: Intensive analysis-phonological &amp; phonetic transcription of speech samples</td>
<td>pgs. 99 - 128</td>
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<td>Nov. 25 – 30:</td>
<td>Group presentations in class</td>
<td>-</td>
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<td>Thanksgiving Recess</td>
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<td>Dec. 2 and Dec. 4</td>
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V. Requirements and Evaluation

1. The University of Puerto Rico maintains the following grading scale:
   A - Excellent 100 - 90 B- Very Good 89 – 80 C- Average 79 – 70
   D Deficient 69 - 60 F- Failure 59 and below
   ...This grading scale will be considered at all times in the evaluation of each student’s academic performance. Each student’s commitment to improvement and excellence in each and every aspect is crucial at this stage of his / her academic career.

2. Attendance as well and punctuality are mandatory. Students’ commitment to active participation and punctual attendance is crucial. At the conclusion of the semester, students
receive a full grade for this aspect. The following scale is utilized:

- 0 absences: 100
- 1 absence: 93
- 2 absences: 86
- 3 absences: 79
- 4 absences: 72
- 5 absences: 65
etc.

Punctuality is also an important aspect to be taken into consideration. Arriving more than fifteen minutes late constitutes tardiness; frequent tardiness will be considered as absences. This policy will be strictly enforced. Naturally, serious illness, hospitalization, the loss of a family member or other extremely serious circumstances will be considered as a valid excuse for an absence. In these cases, a student will be allotted additional time to make up missing work. In a course of this nature, maintaining all work up to date is vital!

3. There will be two (2) **partial exams** (100 pts.). Students’ attendance on these days is mandatory. A make-up exam will be given only under dire circumstances; otherwise, a grade of O will be assigned for that exam.

4. There will be several assignments involving observation and perception of oral discourse. The sum of all assigned work to be presented in class will signify one grade of 100 points.

5. Final group projects / presentations on the final two class meetings of the semester **(100 pts.)**

5. Each student will receive a full (100 pt.) grade based on his / her active contribution to class discussion.

6. Students are asked to always have the following materials in class: the readings, any assignments, some loose-leaf paper, a small notebook and a pen.

7. Students are requested to keep their cell phones **off** while class is in session.

**VI. Required Readings**

Core text:


(available at The Printing Machine – Ave. Ponce de León)
VII. Bibliography


_____________. 1983. *Estratificación del español de San Juan de Puerto Rico.* México: Universidad Nacional Autónoma


VIII. **Office Hours**
Office #12 Pedreira (English Department – basement)
✓ Mondays: 9:00 – 10:00 / 12: - 1:00 / 2:30 – 4:30
✓ Wednesdays: 9:00 – 10:00 / 12:00 – 1:00
✓ Fridays: 9:00 – 10:00 / 12:00 – 1:00

**Important Notice:** In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor. Alternative evaluation methods will be provided to students with identified special needs.